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ABSTRACT

An informational and evaluative report of the Migrant Teacher Supervisory Institute conducted at Arizona State University is presented. The institute had as its long-range goals (1) change rather than mere progress and (2) implementation rather than innovation. The curriculum for the institute centered around the following areas: unit teaching, English as a Second Language (ESL), preventing reading disabilities, and developmental reading. Unit teaching invclved methods, with a focus on how to implement and a main concern for room organization. The basic structure of the ESL effort centered around the Region One Curriculum Kit (ROCK) ESL program. Efforts concerned with prevention of reading disability provided institute participants with specific tests and techniques for implementing a readiness program in their respective schools. The developmental reading effort brought participants into contact with specific skills and procedures in word recognition, comprehension, and evaluative and reading methods. The participants rated the institute highly in their overall evaluations. Eight appendices and a list of participants and consultants are included in the document. (AL)

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MIGRANT TEACHER SUPERVISORY INSTITUTE

RE 594 Workshop: 4 weeks - July 6-31, 1970

4 hrs. Graduate Credit
Arizona State University
Tempe, Arizona 85281

Sponsored by:

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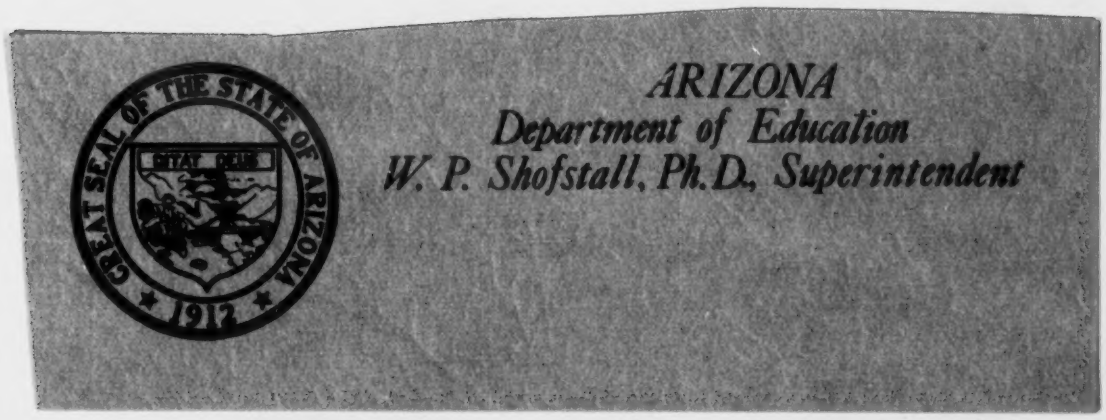

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Introduction

It appears that during the past several decades many elementary school programs have made progress but very few have made real change. It is not the intention of this introduction to get into a deadlock over the terms "progress" and "change." Rather my point is that many elementary school programs have made progress in the form of providing newer physical facilities, newer instructional aids and newer text or printed materials. As a result elementary school programs tend to be more convenient and flexible. Also, they are easier for children to manipulate, understand, etc. However, if we analyze their programs, we are likely to find that teachers and administrators have not changed their interpersonal, professional behavior or the way in which they react to children. We are also likely to find that student achievement is relatively unchanged. Students with values, incomes and behaviors that approximate the values, incomes and behaviors of the school tend to make normal achievement. Students who are different from some "experted standard" tend not to achieve in basic skills areas. They rarely learn a new language or increase their experiences.

This Institute has as its long range goals:

1. change rather than mere progress.
2. implementation rather than innovation.

Central to these two goals is the assumption that the teacher is the essential factor in the classroom. "Hardware" and "software" are only secondary tools which might assist the teacher. It is also assumed that the building principal is the instruction leader of the program. His former role of manager is not only ineffective but

acts as a deterrent to change.

The Migrant Teacher Supervisory Institute has developed its curriculum around the following instructional areas:

Unit Teaching

English as a Second Language (ESL)

Prevention of Reading Disability

Developmental Reading

Each participant was jointly selected by the building principal, school superintendent, and the State Director of Migrant Education. The principal, or superintendent, recommended each participant because he felt that the participant would return to the school and provide some form of leadership to other teachers and administrators. This leadership could take the form of in-service training with other teachers and administrators, creating demonstration classrooms and recommending specific instructional materials.

The migrant child is running out of time. By 1980 automation is likely to eliminate the only job he is prepared for -- field work. It is essential that we find ways to really change the instructional program to include the migrant child; he will not be helped by our mere willingness to be satisfied with the convenience of progress.

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PROGRAM

UNIT TEACHING

Should the migrant child have a basic educational program which is different from that which is offered to non-migrant children? The over-simplified and misleading answer is, no, the educational program offered to migrants and non-migrants can and should be the same. What is misleading about this simple response is that we now offer a day-by-day textbook based on curriculum in most elementary schools. In fact, Dr. Hillil Black reports that 75% of each instructional day is devoted to textbook use. Most non-migrant children tend to, at best, tolerate our present textbook-based curriculum. Migrant children seem completely overwhelmed by this constant use of textbooks. Therefore, this Institute proposes to teach each participant how to impliment a curricular approach referred to as Unit Teaching.

During the first week of the Institute (see Appendix A for weekly schedule), each participant spent the entire morning observing and working in classrooms, at the Somerton School, using Unit Teaching approaches. Each afternoon was spent in discussing the following main components of this approach:

Room Organization

Unit Themes and Committee Activities

Individual Conference and Record Keeping

The main concerns under the heading Room Organization consists of establishing various realistic interest-work centers in each classroom or resource area. These interest-work centers are likely to consist of an art area (paper, magazines for cutting, etc.); an audio-visual area (film-strips, records, head-set for listening, etc.); a library area (paper-

backs, hard cover books, etc.); a general project area (reference materials, mural making, etc.); and so forth depending on teacher-pupil interests.

The other concern under this heading was helping teachers understand that children need to be taught to use these areas independently and to learn to assume full responsibility while working in their various areas.

Unit Themes and Committee Activities are designed to build upon the interests of teachers and children. They are also designed to provide general curriculum content expectations for respective age and grade levels. For example, if a sixth grade is expected to introduce Europe, the Unit approach might select one country or several representative countries (depending on teacher - pupil interest) and develop, in depth, this content area for several weeks. This greatly expands the traditional textbook approach, that is, reading several pages, briefly discussing the content introduced and then answering questions at the end of the selection read.

The real value of the Unit Teaching approach is that it provides flexibility in curriculum practices. The non-English speaking child has the opportunity to base his activities on speaking and listening, while a native English speaker has the opportunity to base his activities on reading and writing. In short, all ways in which children learn are natural aspects of a Unit Teaching approach. Our present practices tend to only allow for reading and writing teaching-learning activities.

See Appendix B for "A Teacher's Guide To Unit Making" and a sample Unit on "Arizona Desert Wildlife."

The final component of the Unit approach is the Individual Conference and Record Keeping. The Individual Conference (teacher to pupil or teacher to small group) and teacher-made records of the events taking place during the conference is by far the most important component of a Unit Teaching approach.

As the children develop a reasonable level of independence with Unit activities and the ability to function in interest centers, the teacher then has the opportunity to schedule conferences to guide children in their learning process. Since the activities of the conference are based on the learning needs, background and interest of each child, one can readily understand how this overall approach can apply to the wide range of children attending schools which qualify for assistance under the Migrant Education Act.

The Unit Teaching approach requires a significant change in behavior on the part of all concerned with the school program. Parents, children and the the total community served by the school will need to be helped to understand this major curriculum change. The concept of Unit Teaching is not new or innovative. Educators have been talking about this since the early thirties; all this Institute hopes to accomplish is implementation of the idea into each participant's classroom and eventually the total school program.

PROGRAM

ENGLISH AS A SECOND LANGUAGE (ESL)

Migrant education has made excellent progress in the oral language development of migrant children.

There are several well developed ESL programs in use throughout the United States. This Institute had an opportunity to reproduce and use the Region One Curriculum Kit (ROCK) developed under the direction of Mr. A. R. Ramirez, Region I, Education Service Center, Edinburg, Texas.

The ROCK Program is based on lessons written under a U.S.O.E. grant (1965-1968) to U.C.L.A. and the California State Department of Education. In 1967, another grant enabled the Region I Education Service Center to begin a curriculum revision which led to the development of the ROCK materials in their form.

Each Institute participant received the ROCK manual, related activities, pictures and pattern prints (see Appendix B for the second week of Institute). Participants were taught ESL techniques and the specific relationships between these techniques and the ROCK materials.

The essential concept stressed during this component of the Institute was that the ability to listen and speak in English must preceed instruction in writing and reading English.

Lectures on oral language structure, video-tape presentations of ESL lessons in action, the complete review of ROCK materials and actual practice sessions using ESL techniques each participant with a minimum understanding of how to implement an ESL Program in their school.

One of the key problems in the field of English as a second language has been finding realistic methods for evaluating pupil growth in oral language. This Institute presented and trained participants to use two types of oral language evaluation (see Appendix C for a detailed description of

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of these two evaluation procedures.)

One of the evaluation procedures presented is called the Monroe Oral Language Screening Test. This simple screening test is usually administered in less than ten minutes on a one-to-one basis. The results of this test will enable a teacher to estimate the developmental oral language level of each child.

The other evaluation procedure presented is called Oral Language Evaluation (OLE). This is a more complicated evaluation which has been developed at the Reading Center at Arizona State University. This evaluation follows the general procedures used in the Monroe Screening Test but includes a specific linguistic scheme to determine quantitive oral language responses. This is a relatively low cost procedure to be used in pre and post oral language evaluation (see Appendix C).

PROGRAM

PREVENTING READING DISABILITY

Treating the topic reading readiness separately from the topic English as a Second Language is likely to mislead the reader of this report. These two topics are completely interrelated. However, the amount of input from the oral language field (ESL) and the field of reading education necessitates this rather unrealistic division in this report.

Developing the migrant child's oral language is only one factor in his overall readiness for formal reading instruction. Each child needs specific training and/or development in the following areas:

Visual Discrimination and Memory

Auditory Discrimination and Memory

Motor Devleopment

Concept Development and Sensory Experiences

Through lectures, demonstrations of materials and video-tape programs this Institute provided participants with specific tests and techniques for implimenting a readiness program in their respective schools.

Appendix D contains a model for a Readiness Training Program and a Behavior and Development Screening Scale.

PROGRAM

READING SKILLS AND APPROACHES

The reading component of the Institute was based on several key assumptions:

1. The role of the classroom teacher is the primary factor in overall instructional reading program. Reading methods should only receive secondary considerations.
2. Each classroom teacher must understand and demonstrate specific abilities in: basic word recognition skills (phonics), comprehension development, evaluation techniques, grouping practices and the instructional objectives of various reading methods.
3. Each teacher must be able to carefully select appropriate instructional materials and select specific lessons from these materials. In short, the teacher must be able to make instructional decisions.
4. Covering the entire reading program (book) at any grade level is an unrealistic practice.
5. Each building administrator must function in the role of instruction leader, with all that the term implies, rather than the limited role of instructional manager.

Through a series of lectures, tests, informal demonstrations and video-tapes each participant was required to learn specific skills and procedures in the following areas (see Appendix E):

Word Recognition

Comprehension

Evaluation

Reading Methods

Participants learned to apply the process of word recognition. The process of word recognition requires the learner to hold the total printed word in mind while simultaneously analyzing or decoding specific clusters of sound elements within the printed word. All of our instruction in the consonant, vowel and syllable area should train the learner to acquire this essential word recognition process (see Appendix E).

The traditional approaches used in teaching comprehension; i.e., lessons in finding main ideas, related details, etc., assume that the learner has a considerable understanding of the underlying thinking processes. Participants were given specific training in instructional procedures which train the learner to recognize the processes involved in comprehension (see Appendix E).

All participants can administer and score the Classroom Reading Inventory. This informal reading test enables the teacher to identify specific word recognition errors and to establish a realistic independent and instructional reading level for the person tested.

It is unrealistic to discuss reading approaches or methods without discussing the types of classroom environments which are conducive to these reading approaches or methods (see model).

The model below describes two basic classroom environments.

	Pre-structured T-s	Emerging t-s
Curriculum:	Textbook	Interest-experience of teachers and students
Evaluation:	Report card based on total group	Parent conferences based on individual preformance
Teaching Style:	Lecture, whole group oriented	Conference, small group, individual
Expected Pupil Academic Behavior:	Dependent	Independent
Levels of Learning:	Cognitive Psycho-motor	Affective Cognitive Psycho-motor

* T = teacher
s = student

It was pointed out that pre-structured classroom environments lend themselves to standard basal and phonic methods, and that an emerging classroom environment lends itself to individualized reading approaches. Participants were taught how to adjust their classroom environments to fit the instructional objectives of approaches and methods employed.

Since most of the participants tend to "cover" the standard basal and phonic material in their respective rooms, without regard for the developmental reading level of all of the class, the following teaching strategy was recommended:

<u>1 or 2 days per week</u>:

Carefully plan a basal or phonic selection to include all the steps outlined in the Directed Reading Activity (see Appendex E).

2 or 3 days per week:

Utilize an individualized reading approach based on the recommendations of Dr. R. VanAllen or Dr. Jannette Veatch.

This teaching strategy should not be viewed as an ultimate goal; it is merely a recommendation based on present realities of public education, as viewed by the program director of this Institute.

Migrant Teacher Supervisory Institute
Evaluation (Summer 1970)

In the items below check the word(s) that tell how you feel about each statement.

1. How would you rate this institute?

Excellent	Above Average	Average	Fair	Poor
78%	22%			

2. The meeting times for the overall institute program was:

Excellent	Above Average	Average	Fair	Poor
67%	27%	3%	3%	

3. My attendance at this meeting was:

Essential	Important	Not so important	A waste of time
77%	23%		

4. Do you feel this institute will help you increase your personal effectiveness in working with children.

Yes	No
100%	

5. Rank in order of importance:
(1 = first, 2 = second, and so on)

2 Institute efforts on UNITS

1 Institute efforts on ESL

4 Institute efforts on Readiness

3 Institute efforts on Reading
(W/R) (Comp.) (Evaluation) (Method)

5a. Which of these areas should be emphasized more: _____

5b. Which of these areas should be emphasized less or dropped: _____

_____

The participants evaluation of the Institute was quite favorable. It appears that most participants found specific practices which could be implemented in their respective classrooms. Question Five was difficult to rate because the importance of the topic was directly related to the interest level of each participant.

Listed below are exact statements written by the twenty participants who elected to write a comment under the heading "Additional Comments":

> I have gained many many ideas which I can put into practice and suggest that other teachers use.
>
> Dr. Sivaroli, your personality is marvelous in a workshop. Without you I think this workshop would not have had the impact that it did. I've thoroughly enjoyed it, and feel I can benefit greatly from it.
>
> This Institute was most worthwhile. I only wish it could be made available to more teachers and to administrators.
>
> I just wish that all the teachers of first grade in our district could have attended.
>
> I felt that the Institute offered many practical ideas and their applicability. Hopefully, I can keep many of these in mind during this coming year.
>
> I feel the overall Institute was very beneficial to me personally, because all the ideas discussed can be related to my teaching situation. I hate to spend time taking courses that do not help me improve my teaching what so ever.
>
> This has been a very interesting and beneficial Institute. I have gained many interesting and practical ideas to take back to the classroom.
>
> This is the most beneficial institutes that I've attended. The ideas are practical and usable. The one exception is the reporting of units to the class. The actual work on a unit is excellent, but the reporting is tedious and seems to be of very little value.
>
> Best course ever taken as far as something to use in classroom.

The Institute would have been more meaningful if Dr. Silvaroli would practice what he preaches. No involvement with the students in the way he would like us as teachers to be with our students. Evaluating, quickly with not enough knowledge.

More student interaction.

There was a very good attitude throughout.

Learning can be fun.

Some of the work was repetition for many.

I wouldn't have missed the Institute. It was most helpful and gave me many things to take back and put into operation in my own classroom. Many things were brought out that I knew before, but had not really given a great deal of thought to. My behavior was affected favorably, very favorably.

Feel that all of Institute leaders should follow a policy of taking time to eat and socialize with Institute participants -- then we would really understand the t-s principle.

The Institute has been to me a great wealth of knowledge and has reinforced the W/Rec. area in which I felt weak.

The teachers from Somerton (I for one) need time to see others working.

Would like to highly recommend this workshop be continued again next year.

I really feel that I have gained very valuable help and ideas. Hope I can share with others at our school.

SUMMARY

An intensive four-week institute can only provide a starting point and at best establish general instructional agreements.

It is believed that one present text-book based curriculum is not appropriate for most children in the elementary school therefore, when we adjust the program to educate the migrant child, we in effect adjust the program to better educate all children.

Each teacher must develop professional techniques and the ability to make instructional decisions. The practice of covering the textbook page-by-page is no longer appropriate.

Each building administrator must involve teachers in instructional planning, thereby fulfilling the modern role of instructional leader.

This report should close on a statement made by Dr. John Gardner, former Secretary of H.E.W., Washington, D.C.

> "When we talk about revitalizing a society (Education) we tend to put exclusive emphasis on finding new ideas. But there is usually no shortage of new ideas; the problem is to get a hearing for them. And that means breaking through the crusty rigidity and stubborn complacency of the status quo.
>
> As a society (education) becomes more concerned with precedent and custom, it comes to care more about how things are done and less about whether they are done. The man (teacher or administrator) who wins acclaim is not the one who 'gets things done' but the one who has an ingrained knowledge of the rules and accepted practices. Whether he accomplishes anything is less important than whether he conducts himself in an 'appropriate' manner."

Report prepared by:
Dr. Nicholas J. Silvaroli
Director, Reading Education
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Institute schedule

Appendix A

1st Week
Somerton, Az.

	July 6th	July 7th	July 8th	July 9th	July 10th
8:30 a.m.	General Session: Library Introduction Silvaroli Maynes Room Assignments	In-room activity (Preparation of Video-tape OLP)	In-room activity (Preparation of Video-tape OLP)	In-room activity	Last day for Somerton Summer School Program Travel Day back to Arizona State University Tempe, Arizona
9:45 a.m.					
10:00 a.m.	In-room activity	In-room activity	In-room activity	In-room activity	
11:00 a.m.					
12:00 Noon	In-room activity	General Session: Library Silvaroli-- "Unit Planning"	Discussion Groups Wheelock "Units"	General Session Silvaroli-- Evaluation of Unit Approach	
2:00 p.m.					
2:30 p.m.	General Session: Library Silvaroli-- "Prestructured vs. Emerging Classroom Environments"	Discussion Groups "Units"	General Session Wheelock "Individual Conference"	General Session Silvaroli-- Evaluation of Unit Approach	
3:45 p.m.					

EADING CENTER
rizona State University
oom B103
Second Week

	July 13	July 14	July 15	July 16	July 17
9:00 a.m.	Dr. Andrew Rematore Linguistics Professor Univ. of Santa Clara Topics: Linguistic aspects of structure and meaning English and Spanish		Mrs. Leah Slaughter Mrs. Lydia Swengel Topics: Teacher's role in Oral Language Programs Use of Oral Language H-200 materials		Mr. John Munden Evaluation of Oral Language Program 1. Monroe Screening Test 2. Oral Language Evaluation based on techniques developed at Arizona State University
10:15 a.m.					
10:30 a.m.	Spanish/English Cultural Likeness and Difference Oral Language Programs - Teacher ability to identify and treat Oral Language Problems		An overview of the national migrant child educational programs by Mr. Vidal Rivera and Mr. Joseph Bertoglio, Migrant Program Section, United States Office of Education, Department of Health, Education & Welfare		
12:00 Noon					
1:00 p.m.	Dr. Rematore Current research in Primary grade Oral Language Programs Sound-Symbol Relationships	Dr. Rematore Discussion Groups	Small Group Discussion Oral Language Problems Leaders: Slaughter Swengel Maynes Silvaroli		General Session Silvaroli Evaluation of total Oral Language Problems Program
2:15 p.m.					
2:30 p.m.	Small Group Discussion: Oral Language Development	Mrs. Pat Gregory Distribution of H-200 Oral Language Program Materials	Workshop Sessions: Developing materials for H-200 programs		
4:00 p.m.					

READING CENTER
Arizona State Univ.
Room B103
Third Week

	July 20	July 21	July 22	July 23	July 24
9:00 a.m.	General Session Silvaroli Introduction: "Prevention of Reading Disability"	Silvaroli Testing Procedure	Silvaroli Concept and Sensory-Motor Development	Silvaroli D.R.A. Use of "Structured Reading Materials"	Silvaroli General review of beginning reading programs and their relationship to Oral Language Development
10:15 a.m.					
10:30 a.m.	Three Sub-Systems Organization Testing Programs	Methods and Materials	Methods and Materials		
12:00 Noon					
1:00 p.m.					
	Small Group Discussion: Organizing reading programs in primary grades	Dr. M. Mertens Program	ITV -- "I can do it myself." (Samples only)	Development of one D.R.A. by each participant	Silvaroli Introduction of materials to be used during the last week
2:15 p.m.		Procedures			
2:30 p.m.	General Session Silvaroli Various organizational plans for programs	Visual Discrimination Auditory Discrimination	Discussion Groups		
4:00 p.m.					

READING CENTER
Arizona State Univ.
Room B 103
Fourth Week

	July 27	July 28	July 29	July 30	July 31
9:00 a.m.	Silvaroli Word Recognition Consonant Vowel Syllable	Silvaroli Comprehension Development	Silvaroli Classroom Reading Inventory	Silvaroli Reacing Materials related to word recognition and comprehension development (Small group)	Silvaroli Maynes General review of Institute
9:45 a.m.					
10:00 a.m.	Wilson/Hall Book		ITV — Demonstration		Silvaroli General review of goals for Migrant Education
12:00 Noon					
1:00 p.m.	Small group situations "Learning to analyze words"	Test on Word Recognition	Practice CRI with local children	(Small Group)	Travel time
2:15 p.m.					
2:30 p.m.		Review of Test	Chacon Transfer Record System	(Small Group)	
4:00 p.m.					

Unit Teaching

Appendix B

A TEACHER'S GUIDE TO UNIT MAKING

Warren H. Wheelock, Ed.D.
Director, Reading Clinic
University of Missouri-Kansas City

A unit is an organized, well-structured plan of study which includes various activities, experiences and types of learning, designed for pupil participation, which develops a central theme and helps to solve a problem or series of problems.

A. Preparing the Unit

1. State the purposes for teaching the unit.
2. Decide on the concepts you hope to leave with the children at the end of the study.
3. Gather books, pamphlets, maps, and other informational material.
4. Make a tentative scope and sequence outline of content.
5. Make tentative plans for activities and experiences.
6. List some methods to be used to stimulate interest.

B. Teacher and Pupils Plan Together.

1. Discuss the unit - talk about ideas to be learned, problems to be solved, and activities.
2. From day to day, plan together various learnings which the children have finished and the activities that will follow.
3. Plan a culminating activity to include a review and evaluation of the unit.

C. The Following Ideas Describe Some of the Things that Good Units May Include.

1. Reading for skills and reading for enjoyment.
2. Listening, writing, and speaking activities for all (outlining, note-taking, etc.).
3. Art for the group; art for individuals, and construction work.
4. Music, storytelling, poetry reading, dancing, etc.
5. Teacher-pupil planning, and evaluation (shared learnings).
6. A drawing together or summation of what has been learned (with pupils).
7. A sharing of new learnings with another group, if possible.
8. Assuming responsibility through cooperative effort such as committee work.

D. What Every Teacher of a Unit Must Bear in Mind.

1. Whether the idea for the unit comes from the children, the teacher, or the course of study, it is the teacher's job to make it answer the needs of the children.
2. Do not force a unit to cover any area. Allow it to overflow into its natural channel - language, reading, science, spelling, arithmetic, art, or music - or literature, if it finds a natural outlet there.

3. All of the experiences in the school day do not ordinarily stem from this unit of study. Other activities go on as usual.
4. The unfolding of a unit of work must follow the way most natural to children's growth, not a logical outline as is usual in the adult approach to learning.
5. Not all children need seek the answer to the same problems. There should be a continuous sharing of knowledge, group with group.

E. Activities (A teacher should balance activities such as these within a unit).

1. Finding out through -

   a. The reading of books, magazines, and newspapers.
   b. The using of maps, globes, charts, and graphs, radio and television.
   c. Listening and observing.
   d. Experimenting.
   e. Making field trips.

2. Expressing through -

   a. Painting, drawing, handicraft, modeling and music.
   b. Stories, poems, plays, newspapers, and puppet shows.
   c. Making costumes and scenes.
   d. Rhythms and dances.

3. Sharing of knowledge through -

   a. Discussion, reportings, and committee work.
   b. Creative dramatics, oral readings, storytelling, etc.
   c. Visual aids: (1) pictures (2) charts (3) models (4) booklets (5) graphs (6) exhibits (7) movies.

4. Evaluation of ideas through -

   a. Teacher-pupil planning.
   b. Discussion and comparing.
   c. Problem solving.
   d. Testing.

5. Use of community resources through -

   a. Inviting speakers and travelers to share their knowledge.
   b. Asking parents to give of their special talents.
   c. Asking merchants and factory owners for exhibits.
   d. Inviting parents to sharing days and hobby shows.
   e. Taking trips to local ceremonies, factories, parks, and studying the chief industries of the community (by collecting data).
   f. Contributing to a school column in the local paper or school bulletin.

ARIZONA DESERT WILDLIFE

Problem: How do plants and animals survive on the Arizona desert?

Launching The Unit:

1. **Motivation: Slides of Arizona-Sonora Desert Museum**

2. **Identifying some natural sub-topics in order to assign committee work. Possibly the following questions might develop:**

   A. **The terrain: Where is the desert portion of Arizona? What causes deserts?**

   B. **What are the mammals of the desert?**

   C. **What are some of the birds of the desert?**

   D. **What are some of the insects of the desert?**

   E. **What are some of the reptiles and lizards of the desert?**

   F. **What plant life do you find on the desert?**

Work Within The Committee:

Under the leadership of a committee chairman and the teacher, work begins. The following are suggested as possibilities in the problem solving:

A. Desert Plants

   a. Characteristics of desert plants.
   b. Contributions of desert plants to animal survival.
   c. Uses by man of desert plants.
   d. Adaptation of desert plants to extreme climatic conditions.

B. Balance Of Nature In Animal Survival:

   a. Plant-eating animals.
   b. Carnivorous animals.
   c. Stalking the prey.
   d. Protective coloring and various defense tactics.

C. Man's Utilization Of Desert Life:

   a. Animals for food, clothing and accessories.
   b. Plants for food and medicine.
   c. Plants for building dwellings and for firewood.

D. Man's Defense Against The Poisonous Dwellers Of The Desert:

   a. Recognizing the poisonous creatures.
   b. Preventive practices to reduce the number of bites from insects and animals.
   c. First aid measures in case of bites.

E. Aesthetic Values Of The Desert:

a. Colorful sunsets.
b. Variety of plant shapes and colors.
c. Quietness of the desert.
d. Sounds of the desert.

Resource People:

1. Game Warden

2. U. S. Fish and Game Commission, Arizona.

3. Indian visitor to talk about utilization of plant and animal life in the past and present.

Arts And Crafts (Worked out in cooperation with the Art Teacher, Mrs. Mary Purdy):

1. Drawings

2. Clay models of animals and plants

3. Embroidered designs on burlap

4. Mosaics

5. Yucca basket weaving

6. Miniature dwellings using mesquite and ocotillo

7. Painted Desert vials -- layers of colored sands in glass jars

8. Wood sculpture

9. Bulletin board arrangements

10. Dioramas and terrariums

Excursions:

1. Visit to the desert to observe and to collect specimens for classroom display.

2. Visit to local desert region or museum.

3. Visit to view Indian Wikiup and other structures utilizing material originating in the desert.

Evaluation:

A test made up of questions submitted by students.

Teacher evaluation of oral reports -- content and delivery.

Teacher observation of social growth as reflected in student cooperation in committee work.

Teacher evaluation of students increased proficiency in written expression.

A short student opinion relative to what he may have gained from study of the unit.

Culmination:

1. An exhibition set up for other classrooms to view. Tape recordings to listen to and filmstrip to view.

2. Walt Disney's film, The Living Desert (student prepared refreshments served).

BOOKS

1.	American Wild Horses	B. F. Beebe
2.	Arizona for Boys and Girls	Dorothy F. Robinson
3.	The Arizona Sonora Desert Museum	Stanley A. Jones
4.	Birds	H. S. Zim
	Hawks 42-47	
	Quail 48-50	
	Pigeons and Doves 51-52	
	Owls 53-55	
	Nighthawks 59	
	Hummingbirds 60	
	Woodpeckers 62-65	
5.	Birds of North America	National Geographic
6.	Birds of the Southwestern Desert	O. Thomas Smith
7.	Britannica Jr. Encyclopedia	
8.	Butterflies	J. F. Gates Clarke, Ph.D.
9.	California and the West	John W. Roith
10.	Deserts	Felix Sutton
11.	Horned Lizards	H. V. DeVault
12.	Giant Golden Book of Birds	Robert Porter Allen
	Vultures 34	
	Birds of Prey 36	
	Quail 42	
	Pigeons and Doves 55	
	Roadrunners 60	
	Owls 61	
	Hummingbirds 66	
	Woodpeckers 72	

FILMSTRIPS

1. Animal Homes C 43
2. How Animals Are Protected From Their Enemies
3. How Insects Change H 6
4. Life In A Terrarium G 10
5. Mrs. Cottontail and Her Springtime Family Box 3 A 871-4

SLIDES

1. Set of "Arizona Sonora Desert Museum"

PICTURES

1.	Animals Without Backbones	S.V.E.
2.	Arizona Highway Desert Pictures	
3.	Common Birds	S.V.E. #1
4.	Deserts of the World	Curriculum Color Prints #5
5.	Familiar Birds	S.V.E.
6.	Science Themes	Teaching Pictures
7.	Wild Animals	S.V.E. #1

Appendix C

English as a Second Language

TWO METHODS OF ORAL LANGUAGE EVALUATION

SCREENING--ANALYSIS

READING CENTER
ARIZONA STATE UNIVERSITY
Prepared by:
John R. Munden
Graduate Associate
1970

TWO METHODS OF EVALUATING ORAL LANGUAGE

ORAL LANGUAGE DEVELOPMENT

According to linguists, most children in any culture have mastered the basic structures of their language by the time they are six. However, language varies quite markedly from one section of the country to the next, and what is adequate in one subculture may not be adequate in the broader culture. How much the school can alter a firmly entrenched structure of language is open to question, but there is agreement that the sooner the attempt is made the better the chance for success.

ASSESSING HOW A CHILD USES WORDS

A child's use of language in expressing his own thoughts reveals much about his language background and how well that background is suited to the task of learning to read. The level of language usage may or may not represent the level of the child's ideas. A child with high level verbal facility may not have any more mature ideas than the child whose language is inadequate or unacceptable. Two main factors of language power are the ability to verbalize an idea and the quality of the syntax or sentence structure.

The child's ability to put his thoughts into words depends upon several different language abilities working together, combined with a certain attitude or feeling of wanting to express himself. Language abilities include adequate vocabulary, a command of syntax sufficient to put the words together in proper relationship, ease or facility with producing the amount of language necessary, and the self-confidence and security to function normally.

EVALUATING INDIVIDUAL ORAL LANGUAGE

A carefully selected picture is presented privately to each child, who is encouraged by the teacher to "Tell all about it." Everything the child says is recorded verbatim, usually on magnetic tape. He may be encouraged with non-directive phrases such as "That's fine. Tell me some more." The child's entire verbal output is subsequently analyzed in relation to ability to verbalize ideas and sentence structure.

For the purposes of analyzing oral language the constant contact of the classroom can be turned to good use. Instead of observing and analyzing the child's responses to one particular picture, the teacher may observe daily the oral language of her pupils in all kinds of situations. This observation can take place during formal recitations in class, during informal activities or even on the playground.

Monroe presented a scale for evaluating a child's language ability in interpreting pictures. She suggested that a picture be selected in which two or more characters are engaged in some interesting activity and that the pupil be asked to tell what the picture is about. His verbal response is recorded and classified as to level according to the following steps:

Step 1. The child merely shrugs his shoulders and does not reply. He may venture to name some of the objects in the picture, i.e., "dog, boy" etc.

Step 2. The child describes what the characters are doing, i.e., "The dog's jumping up", "The baby's eating."

Step 3. The child expresses a relationship between the characters or objects. "The boy's eating with his family."

Step 4. The child sees the picture as one part of a narrative. He gives relationships of time, place, cause-effect. "The boys are building a bird house. They will put it up in a tree so a bird can build a nest in it."

Step 5. The child reacts to the mood of the picture, perceives the emotional reactions of the characters and draws a conclusion or evaluates the actions, "This picture's about camping. It's a dark night and the children are kind of scared. They're singing songs around a campfire. Wild animals won't come near a fire."[1]

Monroe postulates that children who have not reached Step 3 or Step 4 on this scale have not developed sufficient language ability to interpret a picture in a primer and react to the text that accompanies the picture.

It can readily be seen that Monroe's Step 3 is the first step in which the use of a movable occurs. Therefore, one could reason that, until the child has reached a state of language maturity which includes the use of movables, he does not have sufficient language ability to succeed in beginning reading experiences-- or, said another way, that the use of movables in speech indicates language maturity.

Movables are those words within a sentence which "move" to broaden the basic meaning. Listed are five different movables described by Ruth Strickland:

M1. A movable denoting place. (He is <u>at home</u>.)

M2. A movable denoting time. (She goes shopping <u>on Fri</u>.)

M3. A movable denoting manner. (She walked <u>quickly</u>.)

M4. A movable denoting cause. (She went because she wanted to see her friend.)

M5. A preposition plus an indirect object. (He gave the marble to his friend.)

Connectors are words such as until, because, for, so, or, and if, which join a causative subordination to the rest of the sentence. Strickland indicates that movables and connectors are signs of a more mature use of the language. For example, the sentence "He went to the store, is broadened by a connector and a movable to read "He went to the store because his mother wanted a loaf of bread."

THE LANGUAGE SAMPLE

Once the pictures have been shown and the responses recorded, the samples are then transcribed to typewritten form. Each transcript was analyzed first, for the kinds and number of basic sentence patterns and second, for the kinds of mazes and frequency of movables.

ANALYSIS

The Indiana Conference Scheme of Analysis on the First Level was adopted in a simplified form as follows:

1 = Subject - may be a word, phrase or clause or combination. A girl has a skate.

2 = Verb - verb or compound predicate to include auxiliary verbs and modifiers. That one is playing with the toys.

(2) = Verb - of to be class or copulative verbs. They are at school.

3 = Inner complement or (indirect object) of sentence. They give him the tomatoes.

4 = The direct object of a transitive verb. They give him apples.

5 = Predicate nominative of the class of verb to be. She is unhappy about it.

6 = Outer (objective) complement. He makes the pumpkin pretty.

≠ = Connectors; until, because, if etc. which join causative subordinations to the rest of the sentence.

T = Topic followed by the subject. That girl over there, she is riding a bike.

? = An unanalyzable construction. That after repeated efforts the transcriber could not analyze.

[ ] = Nonstructural elements which denote a maze. These are divided into four classifications.

[1] = Noises, unintelligible sounds as "uhm," "uhh", etc.

[2] = Holders, words such as "well," "see," etc.
[3] = Repeats, repetitions of words such as "they,they" or "here is, here is."
[4] = Edits, words used by the speaker which indicate a correction or change in what he is saying.

SENTENCE PATTERNS

Frequently used (in rank order)

B	Subject-verb-object	Men pick oranges.
A	Subject-verb	Men pick.
F	Expletive-verb-subject	Here is the boy. There are the houses.
C	Sub.-link.verb-pred.	Oranges are fruit.
D	Sub.-verb-inner obj.-obj.	Father give him an apple.

Infrequently used

E	Sub.-verb-obj.-outer compli.	The boys made Bob captain.
G	Question	Are those oranges?
H	Passive	Oranges were eaten.
I	Request-commands	Go home.

"J" Partials were used most frequently by lower grade migrant children. A partial is a communicated idea in an incomplete or partial sentence. Example, Cutting tomatoes or Picking oranges.

Upper grade migrant children used more mazes than did lower grade children. Mazes are speech sounds not pertinent to structure of intended meaning; example, "you know, ah-ahh." They also used less partial sentences, "J" sentences than did the younger children.

EXAMPLES

Symbols	Patterns	
1 2 4	B	She calling somebody. The boy's getting some candy in the pumpkin. The boy playing with the bike. All that man's getting fruit. And a girl and a boy looking some trees. And she still has a baby.
1 2 or 1(2)	A	And that boy going. All of the rest going And they already come to town. Now they going inside.
(2) 1	F	There are girls playing with the skates. There's the house. There's Jesus.
1(2) 5	C	Puzzles are fun.
1 2 3 4	D	He gives the man the tomatoes.
Partial	J	Playing in the school. Playing with baseball. Live in the house. Boy and some girl. And boys with this. Going to school. Flowers. Playing with the truck.

SUMMARY

Linguists agree that a certain degree of facility with a language is necessary for success in learning to read. It behooves the teacher, then, to know how to assess language facility or language maturity in order to know first, what to expect from the child in the way of progress and secondly, what to do for the child in the way of learning procedures.

We have offered two possibilities for assessing language facility; one that can be done quite easily and informally, and the other a somewhat more sophisticated and analytical assessment. Once the teacher is familiar with these kinds of analyses, he or she will find that much of assessment can be done informally and without the expenditure of a great deal of time.

The first is based on a scheme utilizing information from a scale by Marion Monroe and information on movables and connectors from The Language of Elementary School Children by Ruth Strickland. Movables are words within a sentence that tend to broaden the meaning of that sentence, i.e., words denoting place, time, manner, cause and a preposition plus an indirect object. Connectors are words such as until, because, for, so, or, and if, which join a causative subordination to the rest of the sentence.

According to Monroe, unless a child has begun to express relationships between the characters or objects about which he is speaking through the use of movables and connectors, he does not have sufficient language facility to begin a formal program of learning to read. (Refer to Steps 3 and 4, p.2)

If the child has not reached a level where he can adequately handle language at level 3 and 4, he very probably should be in a program of oral language development until such time that he gains sufficient facility to succeed in learning to read.

The second scheme for oral language evaluation is based on a modified Indiana Conference scheme of analysis. This involves having the child respond to a picture and recording all his responses on magnetic tape. These are later transcribed in typewritten form and analyzed for movables and mazes as well as sentence patterns or syntax. Use of this kind of analysis would probably be more appropriate to evaluation of individual students, classes, or large groups of students over a period of time under certain instructional conditions. A teacher would seldom need this kind of specific information on kinds of sentence patterns for normal classroom instruction except, perhaps, in certain remedial cases.

Young children and/or beginning language students will use mainly sentence patterns B, A, F, C, D, Occasionally E, and many "J" partial sentences. Mazes or speech noises not pertinent to structure of intended meaning should be noted with regard to fluency of speech.

It is suggested that a record be kept of total words used in both the pre and post-test samples as well as the number of movables, mazes, and kinds of sentence patterns including "J" partials. These can then be compared for determining language growth over a period of time.

The evaluator should be certain that conditions on the pre and post tests are as similar as possible in order that extraneous variables not enter into the analysis.

SOURCES

[1]Marion Monroe, "Necessary Preschool Experiences for Comprehending Reading", Reading and Inquiry, International Reading Association Conference Proceedings, Volume 10 (Newark, Delaware: International Reading Association, 1965), pp. 45-46.

Ruth Strickland, The Language of Elementary School Children: Its Relationship to the Language of Reading Textbooks and the Quality of Reading of Selected Children Bulletin of the School of Education, Indiana University, Vol. 38, No.4, July, 1962.

APPENDIX A

PATTERNS CONTAINING MOVABLES

Children at all grade levels used a variety of movables, placing them at various points in the structural patterns and with various groupings of slots. Movables, as the term is used in this study, are expressions of place, manner, time, and cause which can usually, though not always, be placed at different points in a phonological unit.

M1 - Place

I may go to summer school.

He works in the School of Business.

I usually go downtown sometimes and we mess around down there.

M2 - Manner - "how"

I keep mine on the bed and they play with theirs.

Old Wilby had to hide real quick and he came up like that.

M1 & M2 combined

He went home on a bus.

M3 - Time

I stayed up until almost one o'clock.

Dad's gone most of the time.

M3 - M1 combined plus 1 2 pattern

On Sunday we went over to my cousins'/

Last year we were going to Mamouth cave.

M1 with "to be" verb

My grandmother is down there.

His brother was in jail and his sister was some place.

M1 plus 1 2 4 pattern

He got it at RCA.

Along come an ant and we put it in the jar.

It has Paul Revere in it and it's Johnny Tremain and the British.

M2 plus 1 2 4 pattern

Mommy knows him real well.

He goes and helps people in trouble, he helps them like if somebody's lost, he goes and finds them.

It really tells a lot about a rattlesnake.

M3 plus 1 2 4 pattern

I play little league ball in the summer.
Lots of times we play cowboys and Indians and then we stop.
I don't blame her during this hot weather.
We opened our gifts before we left and we had beans.

M4 plus 1 2 4, which was used less than other movables.

I can't remember them because I didn't even see them.
He can do a lot of tricks if he wants to.
We put in posts and I hold them so daddy can put dirt around.

Key Words and Phrases in Movables

Grade one	Grade five
M1 place	
in there	in the basement
to my grandmother's house	on the Alaska side
over here in our yard	right behind him in his car
where they are supposed to be	the place which is pretty
M2 manner "how"	
just	Just
yet	never
though	again
really	naturally, probably, mostly
with me	with the scores
with my sister	except for the last part
kind of like that	just pretty soon
very good	very well
to get us	the best of any I've had
M3 "when" plus noun phrases	
a long time ago	a little after school
all the time	all the time except the first
Preposition plus noun phrase	
after this summer	about two years ago
for a long time	on the first week end
Adverbs	
sometimes	right now
already	before
Subject-predicate forms	
when I found it	after I got back
when my daddy was in	when he was a good dog

M4 cause or condition

if mommy'd let me
except when it is small
because I can't find it

if Ray were on the team
because I love to watch him
so I've come to look at them

M5 a preposition and a Slot 3 or inner complement.

1. Mr. Brown gave his brother a book.
2. Mr. Brown gave a book to his brother.

to him
for mother

for the rest of us
for him

APPENDIX B

LANGUAGE SAMPLES AND ANALYSIS

Tricia, age 4 years

That's a man giving her a apple/[heee] he [he] gave her a apple.

He climbed up some steps to get some. An [ap]/ this? A basket.

A bag// a apple // From that tree.

[Uhmm] They're playing baseball. I guess not. // For the ball.

They're going to church. They are. A book. [Uhmm.] Read it. Some men. A lady. The church.

Kevin, age 6 years

They are trees and a man is going up and getting apples and giving them to the kids. He climbed the ladder to get the apples // and he took a bite of it. Apples. A basket.

They're playing baseball and they got mits.

People are watching. There's kids.

He's yelling at that little boy.

It looks like it, they got a mit.

There's a hall and trees and flowers.

And a man picking up a book.

A m_1 Two people going inside the church.

J m_1 Looking at the guys going into the church.

J A man, a boy, two girls and a mother.

Michael, age 8 years

B This man is picking some apples and he's giving

D to children apples.

B N And the boy just bit the apple. [The girl]

D The man is giving the girl a apple.

J From the apple tree.

B m_2 m_2 He climbed up the ladder and picked them.

N B [These boys] / a boy came to some guys to play baseball.

And one guy is holding the bat / and one guy is calling to some [ba] boy. [Other] / one guy is talking to another guy.

Another guy is looking at the ball and another guy is watching.

She has a mit on.

[A man] the family's going to church. He has a book.

The mother is holding the girl's hand.

Some people are just going into the church.

There's some men whispering to each other with their hands behind them.

Don, age 9 years

There's a man picking apples and giving one to a girl.
A boy is biting one. A few apples on the ground.
[Uhmm,] he has an apple bag with apples in it.
There's a ladder and an apple tree and a few baskets with apples.
To climb up in the tree to pick the apples.

There's some kids wanting to play baseball.
Asking another guy if he wants to play.
There's a few girls there.
There are mountains.
There is a boy with a bat.
There's a boy just coming.
There's a boy calling to the boy that's coming.
They have a mit on.

It's a family going to church.
There's a cross on the church.
There's windows.
[There,] There's two men talking.
There are trees and mountains.

Bob, age 12 years

[Well,] this man is an apple picker or has an orchard.
And these two, a boy and a girl are maybe friends or he may be his dad.

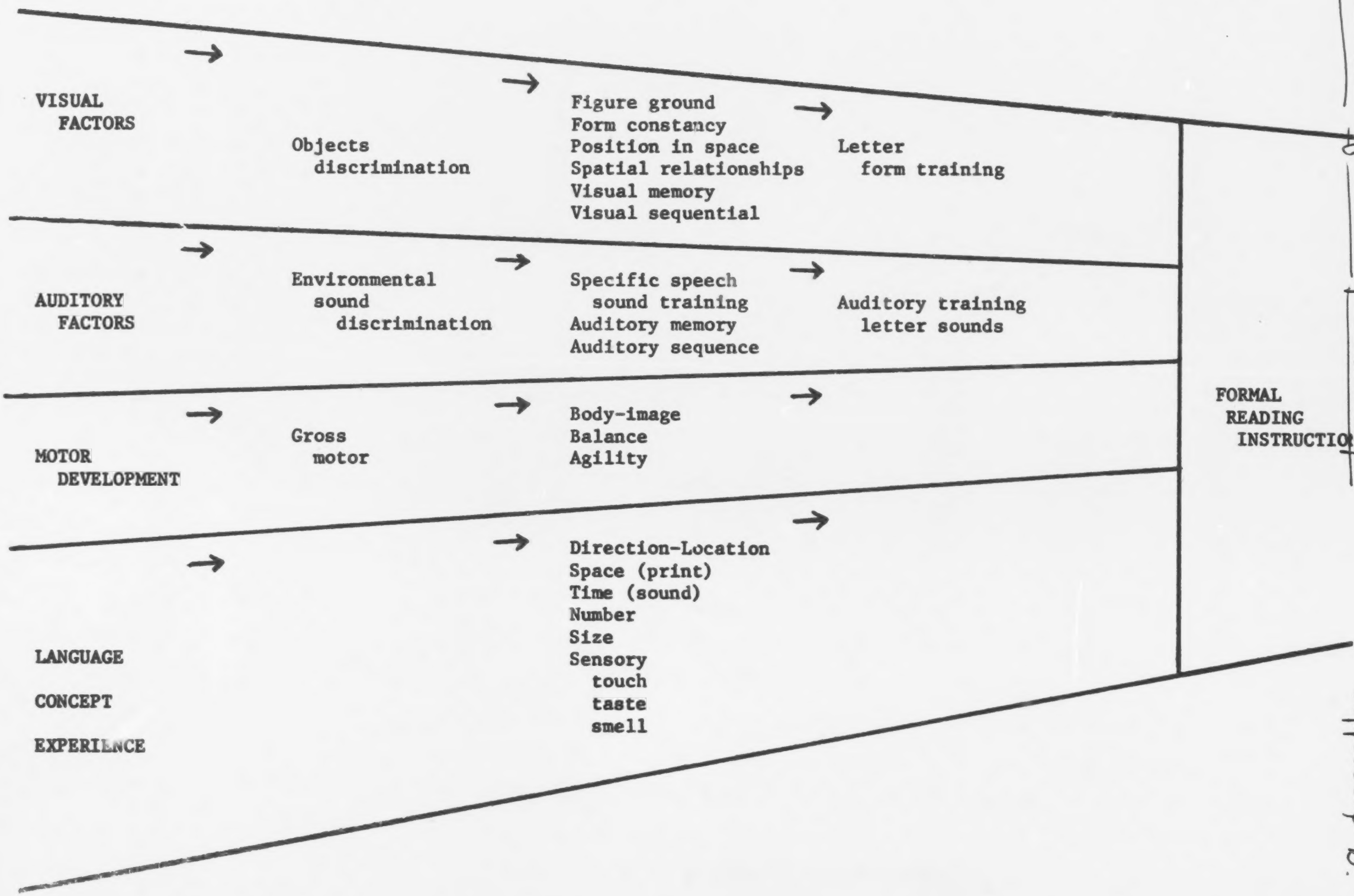
He picked the apples and he's giving some to them.
And they're eating the apples.
He already picked the apples here in the basket [and he's,] maybe he might give them an apple if they would take the apple in and help him bring them up on his truck or something.
He has a ladder to get up in the tree to pick up the apples with.
And he has a sack [so he can] so he doesn't have to bring each apple down or throw it down so it's not bruised.

Looks like he's a new boy from Japan and they're letting him play baseball with them so he can get to know him, and even the girls can play, which is unusual /
He's hollaring to this boy here to bring a baseball ball or something or to come faster, hurry up or something.
Because she has a mit and she's coming toward them.

That's a Spanish family going to church.
He has a book in his hand.
And they're going with them. An they are all dressed up. An other people are going.
They're just watching the pretty girls go in.
It's a bible.

Appendix D.

MODEL: READINESS TRAINING PROGRAM



Behavior and Development Screening Scale

by Dr. Jean McCarthy, University of Illinois

Areas

1. Personal Appearance:

   Physical: (Teacher give a short description of child as to health, presence of physical abnormalities, etc.)

   Grooming: (Teacher give short description as to cleanliness-dishevelment and note if grooming changes radically by the end of the school day.)

The rating scale is: 3=above average, 2=average, 1=below average for a child completing kindergarten.

2. Psychological Characteristics:	Above 3	Ave 2	Below 1
Degree of self control			
Display of temper			
Degree of displaying affection	X		
Involvement in group activity			
Degree of self confidence			
Controls attention to stimuli			
Concentrates on one thing for a reasonable length of time			
Conforms to classroom demands			
Sudden Mood Swings			

3. Gross Muscle:	3	2	1
Normal walking gait			
Can walk backwards			
Can walk up and down stairs alternating feet			
Can hop on right foot			
Can hop on left foot			
Can skip			
Can throw ball			
Can catch ball			
Can bounce ball			
Can run			
Can gallop			

4. Language: Verbal fluency	3	2	1
Can child relate personal experiences			
Logically			
In sequence			
Degree of verbal fluency			

POOR ORIGINAL COPY - BEST AVAILABLE AT TIME FILMED

	3	2	1
Degree of verbal fantasy			
Degree of ability to communicate needs			
Speech development			
Voice quality			
Loudness			
Expressiveness			
Speech Articulation			

E. Auditory Function

a. Ability to carry out commissions:	3	2	1
(3) Put this book on the table, give me the pencil, and sit on the chair. Passed _____ Rating 2 Failed _____ Rating 1	X		
If passed, not necessary to give (2) & (1)			
(2) Put the pencil on the table and open the door. Passed _____ Rating 2 Failed _____ Rating 1	X		
(1) Put the crayon on the table. Passed _____ Rating 2 Failed _____ Rating 1	X		

b. Auditory Sequencing:	3	2	1
(3) Can repeat four digits: 5-2-4-8 Passed _____ Rating 2 Failed _____ Rating 1	X		
If passed, no need to do (2) & (1)			
(2) Can repeat three digits: 2-1-7 Passed _____ Rating 2 Failed _____ Rating 1	X		
(1) Can repeat two digits: 4-8 Passed _____ Rating 2 Failed _____ Rating 1	X		

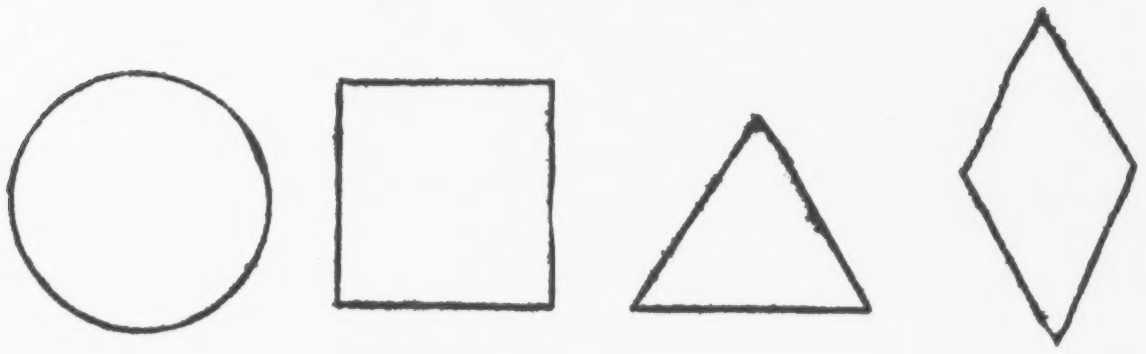
c. Auditory Discrimination	3	2	1
Discriminates sounds Loud - Soft			
Can determine direction of sound (Teacher have child close eyes, then jingle bells or similar sound in turn on each side, in front, in back- have child point to direction as he hears sound.)			

Child has back to teacher. Teacher pronounces words- Trial: tin-pin
If the words sound alike to the child, he is to say yes, or same. tub-tub
If the words sound different to the child, he is to say no, or different.

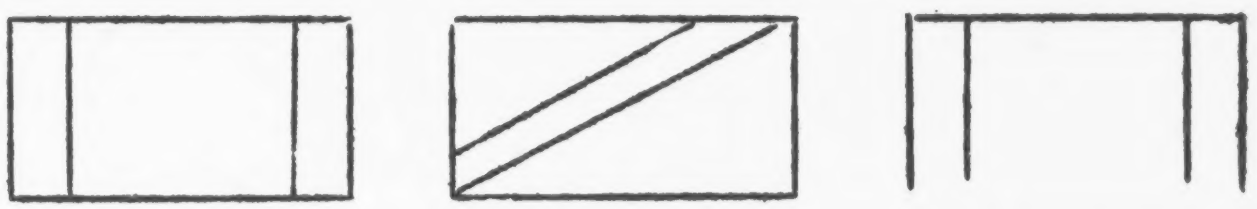
Be sure child understands the task.

Words	Wrong	Words	Wrong
Toy-boy	____	chap-chap	____
cat-cap	____	dim-din	____
king-king	____	shack-sack	____
pat-pet	____	moon-noon	____
tall-tall	____	bale-bale	____
jam-jam	____	leg-leg	____
muff-muss	____	par-par	____
coast-toast	____	pen-pin	____
lath-lash	____	can-tan	____
shake-shape	____		

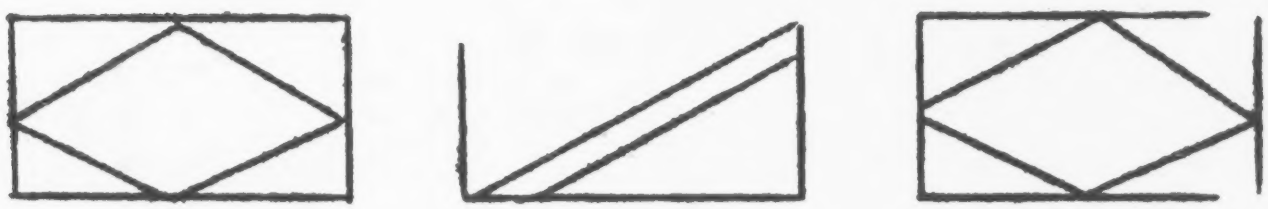
6. Visual Function:
   a. Visual Discrimination
      For the following subtest the teacher arranges set of cards in front of child, then presents one at a time matching cards. Have child match presented card with cards on table- Record correct (+) or incorrect (-) response below.



Score (+ or -) _____ _____ _____ _____



Score (+ or -) _____ _____ _____



Score (+ or -) _____ _____ _____

7. Eye-hand Coordination:

Teacher asks child to copy the attached designs, starting with number 1.

	Above 3	Ave 2	Below 1
Holds pencil - crayon correctly	X		
Strings large beads (if available) Note: Hand tremors Clumsiness	X		
Put pegs in peg board at random (if available) Note: Can child fit pegs without trial and error?			

8. Laterality

a. Chalkboard Activites

Note: Preferred hand in all activites
Ask child to step to chalkboard and draw a circle. Allow child to use his preferred hand.

Observe: Preferred hand _____
Size of drawing _____ inches across
Does child keep his performance entirely to one side? _____
Accuracy of production _____
Direction: Clockwise _____ Counter clockwise _____

Lateral: Ask child to take a piece of chalk in each hand and, beginning at the top of the board, draw two parallel vertical lines simultaneously -
Draw facsimile of child's drawing.

b. Scissors:

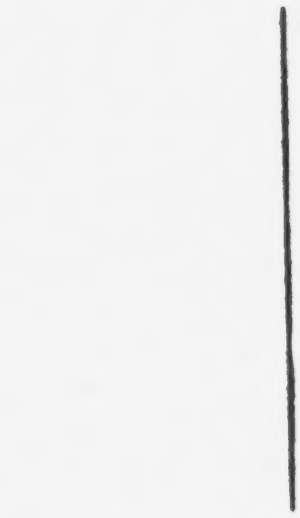
Have child cut 4" square with scissors
Preferred hand _____
Staple to inventory.

9. Creativity:

Teacher asks the following questions: (Circle number of responses)
What could you do with a glass of water? 1 2 3 4 5
In how many different ways can you get to school? 1 2 3 4 5

10. Any further comments by teacher in terms of over-all observation, include areas of weakness or strengths which, in your opinion, are present.

11. Do you expect this child to be a slow learner - _____.
rapid learner - _____



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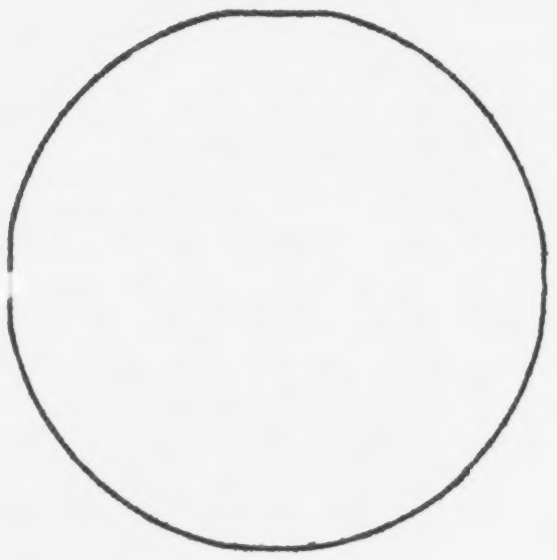

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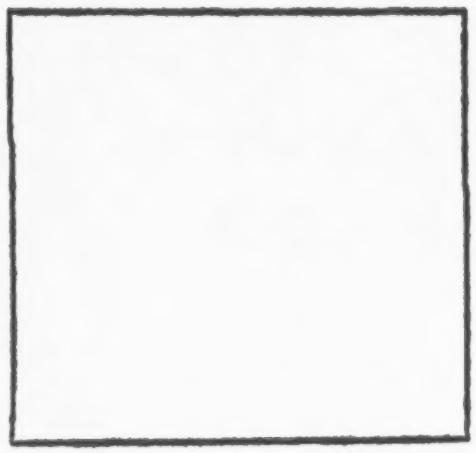
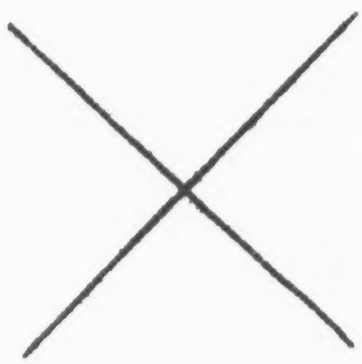
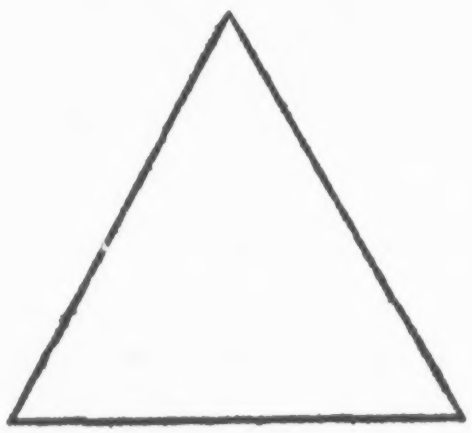
 4	4
 5	5
 6	6

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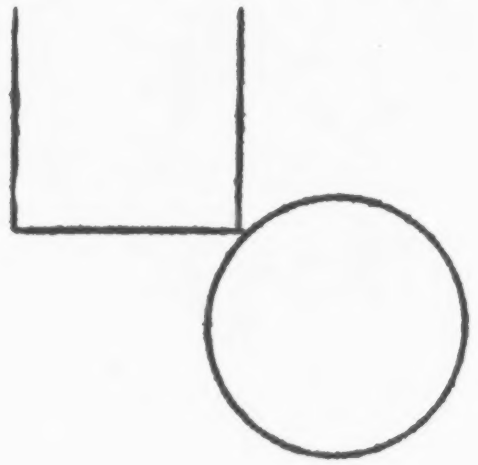

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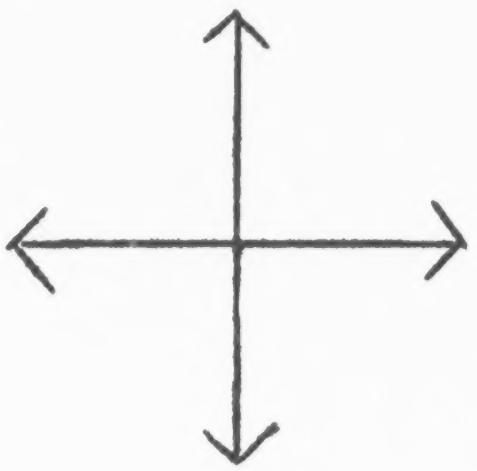

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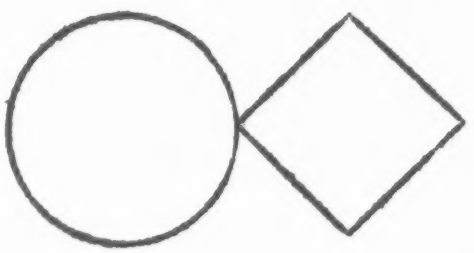

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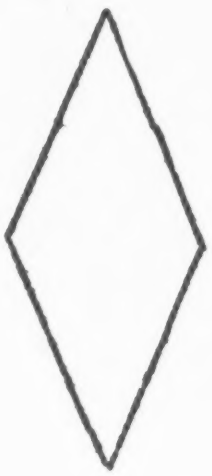 10	10

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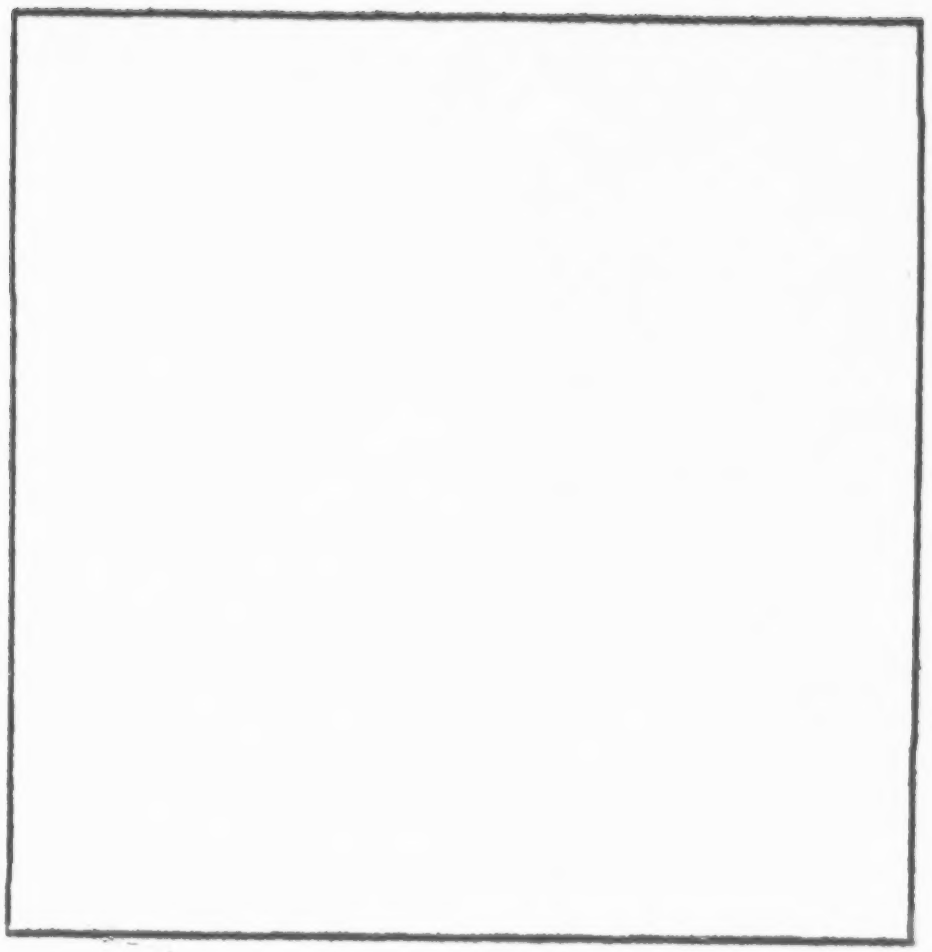

Form 715

SCOPE AND SEQUENCE CHART

TEACHING PHONETIC AND STRUCTURAL PATTERNS*

Level A

Phonetic Patterns	Structural Patterns
Consonant sounds	Known base words and known endings
Blending consonants	Compounds
Rhyming Elements	Contractions

Level B

Vowel sounds	Known base words which change structure when endings are added:
Long vowels	Doubling consonant add endings
Short vowels	y to i add endings
Vowel plus r	Dropping e add endings
Diphthongs	Prefix
Long and short oo	Suffix
a plus l or w	
Vowel rules	
Short vowel clue	
Silent e	
Two vowels together	
Final vowel	

Level C
Syllabication

Polysyllabic words	Syllabication patterns
Number of syllables	VCCV
One vowel sound per syllable	VCV
	C plus le

* How to Teach Reading by Morton Botel, Revised Edition, Follett Publishing Company, Chicago.

COMPREHENSION DEVELOPMENT

1. Understanding Main Ideas

2. Understanding related details

3. Visual Imagery - setting and characters

4. Multiple meaning of words

5. Words in context

6. Understanding sequence

7. Author bias words (propaganda)

NAME _____ GRADE LEVEL _____

Title of Selection (p.) _____

DIRECTED READING ACTIVITY

I. Introduction (Building the reader's background)

A. New Words - list reasonable number

B. Preparation for Reading

1. Identifying concepts which might be unknown to the students

2. Development of new vocabulary

a) Phonetic analysis

b) Structural analysis

c) Dictionary or glossary (only if it applies in the lesson)

II. Silent Reading

A. Purpose(s) for reading this selection

B. Follow-up questions (list several possible question - classify type, i.e. (I) (V) etc.)

III. RE-READING (usually oral) Only if there is confusion about question asked.

A. Students usually are asked to read to solve problems which might result from the discussion and/or questions asked. Have students rapidly locate the information under discussion or in question. This should correct any confusion which might have resulted during the silent reading.

IV. FOLLOW-UP AND RELATED ACTIVITIES

A. Oral reading activities

B. Developing additional and related comprehension and word analysis skills (activity books, etc.)

C. Teacher/student directed activities (wide reading, projects, unit work, etc.)

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Appendix F

Appendix C

CHILDREN'S BOOKS

ABOUT

MEXICAN-AMERICANS

AND

CHILDREN IN MEXICO

Slightly revised version of a list compiled by Mrs. Nettie Frishman, Regional Children's Librarian, Los Angeles Public Library - mainly from the combined recommendations from sources listed on the last page.

YOUNGER CHILDREN (PRE-SCHOOL AND PRIMARY)

Ets, Marie Hall. GILBERTO AND THE WIND — Mexican-Americans
Viking. 1963. 3.00

A young Mexican-American boy discovers the properties of the wind. The universal quality of wonder, play, and imagination will appeal to all small boys.

Ets, Marie Hall, and Labastida, Aurora. NINE DAYS TO CHRISTMAS. A STORY OF MEXICO. — Mexico
Viking. 1959. 48 pp. 3.25

In this story of an affectionate Mexican family, a little girl's holiday festivities (including the posada and pinata) are vividly portrayed. Realistic picture of modern urban Mexican family life.

Garrett, Helen. ANGELO THE NAUGHTY ONE. — Mexico
illus. by Leo Politi.
Viking. 1944. 3.00

Long a favorite with sympathetic young Americans, this is the story of the amusing reform of a small Mexican boy who did not like to take baths.

Hader, Berta and Elmer. THE STORY OF PANCHO AND THE BULL WITH THE CROOKED TAIL. — Mexico
Macmillan. 1942. 3.95

A very funny story of a little Mexican boy's accidental capture of a ferocious bull. Pictures in brilliant color.

Harter, Helen. CARMELO.
Follett. 1962. 1.89

Mexican-Americans

Need for irrigation and flood control in the Southwest - in the story of Carmelo and his family.

Morrow, Elizabeth. THE PAINTED PIG.
Knopf. 1942. 3.39

Mexico

Enticingly illustrated, this now classic tale of small Pedro, who wants a pig bank like his sister's, takes early readers to a toymaker in the market place, and shows them the simplicity and color of child life in Mexico.

Politi, Leo. JUANITA.
Scribner. 1948. 3.12

Mexican-Americans
California: Olvera Street

A birthday party and a charming old Easter custom, the blessing of the animals on Olvera Street, are beautifully portrayed.

Politi, Leo. THE MISSION BELL.
Scribner. 1953. 3.31

Mexicans in California

"Inspiring" describes this picture-story book about Father Junipero Serra, founder of the California missions, and his Indian friends.

Politi, Leo. PEDRO, THE ANGEL OF OLVERA STREET.
Scribner. 1946. 2.76

Mexican-Americans
California: Olvera Street

A charming story of Christmas time on Olvera Street in Old Los Angeles. The hero is Pedro, who sang like an angel.

Politi, Leo. ROSA.
Scribner. 1963. 3.25

Mexico

Early readers rejoice with little Mexican Rosa when she returns home after a vain search for a doll to find a baby sister, the best Navidad (Christmas) present of all. Large, beautifully colored pictures illustrate this appealing story showing Rosa and her brother Jose riding to the village school on their donkey, playing "gato y raton" (cat and mouse) and sleeping under the stars in their desert home.

Schweitzer, Byrd. AMIGO.
illus. by Garth Williams.
Macmillan. 1963. 3.95

Mexico

Lyrical narrative poem describing a Mexican boy named Francisco and a lovable prairie dog who seek to tame one another. Excellent family relationships.

Unwin, Nora S. POQUITO, THE LITTLE MEXICAN DUCK. Mexico
McKay. 1959. 2.75

A delightful book by a distinguished artist, containing good descriptions of Mexico.

THE MIDDLE YEARS (UPPER ELEMENTARY)

Behn, Harry. THE TWO UNCLES OF PABLO. Mexico
Harcourt. 1959. 3.00

Rich in wisdom and with a sense of Mexico, this narrative tells about nine-year-old Pablo. After reconciling his feuding uncles, he leaves the village to attend a city school.

Brenner, Anita. THE BOY WHO COULD DO ANYTHING AND OTHER MEXICAN FOLK TALES.
Scott. 1942. 3.50

Legendary and contemporary tales that are distinguished for their authentic idiom and the description of Mexico and the Mexican people.

Brock, Virginia. PINATAS. Mexico
illus. by Anne Marie Jauss.
Abingdon Press. 1966. 3.00

Four sections tell: how the pinata began, stories about pinatas, how to use a pinata, and how to make a pinata.

Bulla, Clyde R. BENITO. Mexican-Americans in California
Crowell. 1961. 3.50

A Mexican orphan comes to California to live with an uncle and meets a great artist who changes Benito's life of endless farm drudgery. Enrichment value.

Cavanna, Betty. CARLOS OF MEXICO. Mexico
Watts. 1964. 3.95

Folk-lore quality in a story of a boy of Mexico today, and his burro.

Clark, Ann. PACO'S MIRACLE. Mexican-Americans in New Mexico
Farrar. 1962. 2.95

Paco strives to learn the ways of the Spanish family with whom he lives in the mountains of New Mexico. A gentle story verging on the mystical - the theme of kindness to all things predominates, and culminates in the Christmas posada.

Clark, Ann Nolan. SUMMER IS FOR GROWING. Farrar, Straus & Giroux. 1968. 3.50 — Mexican-Americans in New Mexico

In the year 1851, New Mexico becomes a territory of the U. S. For Lala, long accustomed to hacienda life, the changes brought by new ideas such as freedom, equality, and sovereignty are confusing. To find her place in this new land, requires an acceptance which she acquires through friendship.

Coatsworth, Elizabeth. THE NOBLE DOLL. Viking Press. 1961. 3.00 — Mexico

Little Luisa, a Mexican girl who comes to live with old Dona Amalia, falls in love with the exquisite doll, Rosita, a prized family possession for many generations. Colorful descriptions of Christmas in Mexico and enchanting illustrations by Leo Politi enhance this pleasing story.

Dralle, Elizabeth. ANGEL IN THE TOWER. Farrar, Straus & Co. 1962. 2.75 — Mexico

A story about a small Mexican boy, Angel, and his parents who are bell-ringers. A pleasant story with much local color.

Flora, James. THE FABULOUS FIREWORK FAMILY. Harcourt. 1955. 3.50 — Mexico

Gay story of a Mexican village fiesta and the wonderful firework castle made for it by the most famous firework family.

Garthwaite, Marion. MARIO, A MEXICAN BOY'S ADVENTURES. Doubleday. 1960. 2.95 — Mexican-American California (Imperial Valley)

A Mexican boy is hijacked over the border to work as a cotton picker in California. Although handicapped by ingorance of English and his instictive fear of law enforcement officers, he was sustained by his natural dignity and pride. A good picture of border life.

Gates, Doris. BLUE WILLOW.
Viking. 1940. 3.50

Mexican-Americans
California (Joaquin Valley)

A discerning and appealing story concerning Janey Larkin, daughter of migrant workers. Reaching the cotton fields of San Joaquin Valley, Janey makes a first real friend with Lupe Romero. "This book may be used to consider the differences between the family patterns of old stock Americans and those of Mexican-Americans. Also the poignant longing for security that grows out of discouraged family life of many migratory workers."

Gordon, Alvin. INHERIT THE EARTH.
Univ. Of Arizona Press. 1963. 3.50

Mexico

Eloquent stories describe Mexican ranch life with affection, humor, dignity and compassion.

Hood, Flora. ONE LUMINARIA FOR ANTONIO.
Putnam. 1966. 2.52

Mexican-Americans
New Mexico

The making of a luminaria, a Mexican Christmas lantern made of a candle set in sand inside a paper sack, is woven into this story of Antonio's preparation for Christmas.

Kirn, Ann. TWO PESOS FOR CATALINA.
Rand. 1962. 2.95

Mexico

An engaging story of little Catalina, who does much looking and deliberating at the market place in Taxco before she spends her two pesos on a pair of shiny black shoes. True glimpse of rural Mexican life.

Lenski, Lois. WE LIVE IN THE SOUTHWEST.
Lippincott. 1962. 3.50

Mexican-Americans
New Mexico

One of three stories: A Knife for Tomaso - deals with contemporary life of a Spanish-American family in New Mexico. Tomaso's visual handicap goes unnoticed until a kindly priest identifies the problem and arranges for Tomaso to have appropriate medical treatment.

Lexau, Joan. MARIA.
Dial. 1964. 2.96

Mexican-Americans

Maria was disappointed that she was not permitted to play with a valuable heirloom doll. However, her parents found a way to obtain a doll that Maria could hold and cuddle. An enjoyable little story of a Mexican-American family.

Martin, Patricia Miles. TRINA'S BOXCAR. Abingdon Press. 1967. 3.50 — Mexican-Americans, Wyoming

A little Mexican girl living in a boxcar with her railroading family in Wyoming faces a dilemma in trying to speak English. Echoes migrant-immigrant theme. (Spanish glossary included)

Niggli, Josefina. A MIRACLE FOR MEXICO. N.Y. Graphic Society. 1964. 4.95 — Mexico

A moving historical novel centering on the miracle of the Virgin of Guadalupe as seen through the eyes of Martin Aguilar, mestizo son of a Spanish conqueror.

Parish, Helen Rand. OUR LADY OF GUADALUPE. Viking. 1955. 3.19 — Mexico

A simple telling of the Guadalupe legend with Jean Charlot's primitive illustrations to complement the text.

Phillips, Eula Mark. CHUCO. THE BOY WITH THE GOOD NAME. Follett. 1957. 2.95 — Mexico

Chuco and his small brother have lively adventures as they travel to the town where their relatives live. En route, they meet people who carry on the ancient Indian crafts of Mexico.

Ritchie, Barbara. RAMON MAKES A TRADE. Parnassus Press. 1959. 3.25 — Mexico

Young Ramon engages in some careful bartering before he can exchange his pottery for a talking parrot. Written in both Spanish and English, this is a heartwarming story well told in both languages.

Ross, Patricia Fent. IN MEXICO THEY SAY. illus. by Henry Pitz. Knopf. 1952. 3.00 — Mexico

Fourteen old Mexican folk tales that combine elements of fantasy and superstition with everyday realism.

Rowland, Florence Wightman. THE SINGING LEAF. Putnam. 1965. 2.86 — Mexico

Pedro was unable to afford a quitar, but an old man taught him how to play a tune on a narrow green leaf. Pedro learned to play the Jarabe dance, and his music helped to entertain the people at a fiesta. A delightful story with charming illustrations.

Stinetorf, Louise A. A CHARM FOR PACO'S MOTHER. Mexico
Day. 1965. 3.86

Paco, a little Mexican-Indian boy, lives alone with his blind mother. He travels on foot to a cross on a hillside, where it is the custom for people to seek help on Christmas. The many adventures that befall Paco on his way to the cross will make interesting reading.

Tarshis, Elizabeth. THE VILLAGE THAT LEARNED TO READ. Mexico
Houghton, Mifflin. 1941. 4.00

Ten-year-old Pedro, would-be bullfighter, nearly upsets the plan for the new government school by stubbornly refusing to learn to read. A fresh, lively, story of life in a small Mexican village.

OLDER BOYS AND GIRLS (JUNIOR HIGH SCHOOL)

Bishop, Curtis. FAST BREAK. Mexican-Americans in United States
Lippincott. 1967. 3.50

Rene Alvarez, an immigrant Mexican boy, inspires his high school team into championship basketball.

Cox, William. TROUBLE AT SECOND BASE. Mexican-Americans
Dodd, Mead. 1966. 3.25

Incidents of prejudice displayed toward Japanese-Americans and Mexican-Americans by another member of the team introduce the theme of intergroup understanding into the story.

Gault, William C. WHEELS OF FORTUNE. Mexican-Americans
Dutton. 1963. 2.95

Four short stories of racing, one of which deals with a Mexican boy who wins his race in spite of being hurt because his idol calls him "grease ball."

Hinton, Susan E. THE OUTSIDERS. Mexican-Americans Oklahoma
Viking. 1967. 3.95

A remarkable book for teenagers by a teenager which confronts the class hostilities which have intensified since the Depression. The story is of two gangs - one from the right side of town; and the "greasers" from the other side - and of the physical violence, mutual antagonism, loyalty and friendship and the search by the boys for personal dignity and a place in the world. Told in first person by Ponyboy, the story is exciting, and those difficult-to-serve kids at the culturally detached bottom of society can respond to this book.

Johnson, Annabel and Edgar. THE RESCUED HEART. Harper & Bros. 1961. 2.95 — Mexican-Americans

Christie, a high-strung 16-year-old, spends a crucial year with her family in a desert trailer camp. Several other camp residents are also at a turning point in their lives--among them a Mexican migrant and a 19-year-old orphaned boy from New York. A book with rare sensitivity to the inner turmoil of young people and the classic conflict between generations.

Krumgold, Joseph. AND NOW MIGUEL. Crowell. 1953. 4.50 — Mexican-Americans; New Mexico

A memorable and deeply moving story of New Mexico sheepherders, in which twelve-year-old Miguel tells of his great longing to accompany men and sheep to the summer pasture. Miguel in the telling reveals special qualities entirely his own, a certain wonder about himself and an eagerness to grow into responsibility.

Lampman, Evelyn S. THE TILTED SOMBRERO. Doubleday. 1966. 3.50 — Mexico

It was a new experience for Fernando de Fuentes, son of a wealthy Mexican gentleman, to find himself in the position of a tattered, penniless peasant. It is in this position, that he comes to an understanding of himself and life in his country. While ever present in the background are the terror, thrill, and intrigue of Mexico's War of Independence.

Lawrence, Mildred. GOOD MORNING, MY HEART. Harcourt. 1957. 3.00 — Mexican-Americans

Jan, a quiet girl, finds college disappointing until she is roused to action by evidences of discrimination against a Mexican girl. Problems of migratory workers are discussed with warmth and insight.

McNeer, May. THE MEXICAN STORY. Farrar. 1953. 4.25 — Mexico

Exquisitely illustrated with colored lithographs. Brief, illuminating sketches of people and places influential in Mexican history and culture, beginning with the time of the Aztec emperor, Montezuma, through the conquest of Cortez, Diaz and Maxmillian, the revolutions of Zapata and Pancho Villa, to the present peaceful era of flourishing art and gradually improving economic conditions.

Means, Florence Crannell. BUT I AM SARA. Houghton. 1961. 3.00 — Mexico

Sara is unwilling to return to her father's home in Mexico. When she does, her sense of values regains perspective. The story of an American girl in Mexico reveals significant aspects of Mexican life and values.

Means, Florence Crannell. KNOCK AT THE DOOR, EMMY. Houghton. 1956. 3.50 — Mexican-Americans

Emmy Lou and her family are basket sellers who follow the migrant worker circuit. Her story dramatizes the courage of young people belonging to lower income families.

O'Dell, Scott. BLACK PEARL. Houghton. 1967. 3.25 — Baja California

Off the coast of Baja California, Ramon Salazar confronts his two enemies; the Manta Diablo, a monster devilfish, and the unscrupulous Sevillano, pearl diver of repute. Subtly revealed throughout is the theme of personal sacrifice. Distinguished writing elucidates this timeless theme in a contemporary setting.

O'Dell, Scott. THE KING'S FIFTH. Houghton Mifflin. 1966. 3.95 — Mexico

Set in old Mexico and what is now the American southwest, this is the story of Esteban, Coronado's cartographer. For Esteban, it is a thrilling adventure until he is caught up in the gold fever that infects this search for the golden cities of Cibola.

Robinson, Benelle. CITIZEN PABLO. Day. 1959. 3.00 — Mexican-Americans Texas, California

Twelve-year-old Pablo and his family leave Mexico in search of a better home and find conditions in Texas and California frustrating. Poignantly told tale of life among migrant workers in the United States.

Ross, Patricia Fent. MADE IN MEXICO: STORY OF A COUNTRY'S ARTS AND CRAFTS. Knopf. 1952. 3.77 — Mexico

Survey of Mexico's contribution to the general culture of the world pointing out the arts that are a direct heritage from the Indians, the purely Spanish crafts, and those which are wholly Mexican.

Rydberg, Ernie. BRIGHT SUMMER.
McKay. 1953. 2.50

Mexican-Americans
California

A Mexican-American family of fruitpickers spends the summer working near a Southern California town.

Sommerfelt, Aimee. MY NAME IS PABLO.
Criterion. 1966. 3.50

Mexico

The demands and effects of poverty on a contemporary Mexican boy and his family are contrasted with a middle class living of a Norwegian boy. Faithfully depicted is the Mexican family's stoical attitude toward a harsh world. Valuable for human understanding and use in studying contemporary Mexican life.

Stankevich, Boris. TWO GREEN BARS.
Harcourt, Brace. 1967. 3.75

Mexican-Americans
California

Prejudice against his Mexican fellow boy scout during a week at camp triggers patrol leader Howard Freeman to take action against the troublemaker. A fast moving and humorous story.

Sternee, Emma. BENITO JUAREZ, BUILDER OF A NATION.
Knopf. 1967. 3.95

Mexico

Sympathetic and full biography of Mexico's hero.

Toor, Frances. A TREASURY OF MEXICAN FOLKWAYS.
Crown. 1947. 7.50

Mexico

A valuable, overall survey of Mexican traditions, beliefs, and customs, myths, songs, dances and fiestas.

Whitney, Phyllis. A LONG TIME COMING.
McKay. 1954. 4.50

Mexican-Americans
Midwest

Scene is a midwestern town, and is concerned with the prejudice against migrant Mexican-American workers in the vegetable packing plant which is the town's leading industry. Junior novel.

Young, Bob and Jan. ACROSS THE TRACKS.
Messner. 1958. 3.50

Mexican-Americans
California

Betty Ochoa fights to integrate Mexican-Americans into the activities of her California high school. Prejudices of the majority, the mixed feelings of the minority are fully developed here.

Young, Bob and Jan. GOODBYE AMIGOS. Messner. 1963. 3.50 — Mexican-Americans

While Cathy's high school class works for a recreation center for Mexican migratory workers, a labor strike of these workers on her father's ranch challenges her loyalties.

BIBLIOGRAPHY OF SOURCE MATERIALS

ABOUT 100 BOOKS: A GATEWAY TO BETTER INTERGROUP UNDERSTANDING

American Jewish Committee: Institute of Human Relations. 5th ed. November 1965
Available from:
165 East Fifth Street
New York, New York 10022

BOOKS FOR FRIENDSHIP

American Friends Service Committee and Anti-Defamation League of B'nai B'rith. 3rd ed. $.50
Available from:
Children's Program
AFSC
160 N. 15th Street
Philadelphia 2, Pennsylvania

BUILDING BRIDGES OF UNDERSTANDING

Keating, Charlotte Matthews. Palo Verde Publishing Co. 1967. $3.75

THE MEXICAN-AMERICAN IN CHILDREN'S LITERATURE

Blatt, Gloria T. Elementary English, April 1968. Pp. 446-451.
Includes standards, criteria, bibliography, and references.

READING LADDERS FOR HUMAN RELATIONS

Muriel Crosby, ed. American Council on Education. 4th ed. 1963. paper. $2.50
Available from:
Publications Division
American Council of Education
1785 Massachusetts Avenue NW
Washington, D.C. 20036

RECOMMENDED BOOKS ON AMERICAN CULTURAL MINORITY GROUPS FOR ELEMENTARY SCHOOL LIBRARIES

rev. ed. Jan. 1968
Available from:
Library Section, Los Angeles City Schools
1061 Temple Street
Los Angeles, California

WE READ: SELECTED LISTS OF CHILDREN'S BOOKS

Prepared by Children's Services Division of American Library Association. 1966.

Available from:
Office of Economic Opportunity
Washington, D. C. 20506

WORLD UNDERSTANDING

Flynn, Alice H. Ocean Pub. 1965. $7.50

LATIN AMERICAN LIBRARY
1457 Fruitvale Avenue
Oakland, California

Appendix H

BIBLIOGRAPHY

Cratty, Bryant J., Developmental Sequences of Perceptual-Motor Tasks; Movement Activities for Neurologically Handicapped and Retarded Children and Youth, Educational Activities, Inc., Freeport, Long Island, New York, 1967.

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Van Allen, Roach and Van Allen, Claryce, Language Experiences in Reading, Encyclopaedia Britannica Press, Chicago, Illinois, 1966.

Veatch, Jeannette, Reading in the Elementary School, Ronald Press, New York, 1966.

Wilson, Robert M. and Hall, Maryanne, Programmed Word Attack for Teachers, Charles E. Merrill Publishing Company, Columbus, Ohio, 1967.